DOCUMENT RESUME

ED 245 512 EC 170 002

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TITLE	Autistic Integration Model, 1981-1982, Year III. Final Report.
INSTITUTION	Portland Public Schools, Oreg.
SPONS AGENCY	Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE	[83]
GRANT	G007903058
NOTE	79p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	*Adaptive Behavior (of Disabled); Adjustment (to Environment); Adolescents; *Autism; Basic Skills; *Community Resources; Daily Living Skills; *Mainstreaming; Vocational Adjustment

ABSTRACT

The report presents information on the Autistic Integration Model (AIM), an approach designed to promote maximum community acceptance of severely autistic adolescents in a public high school setting through community integration and student skill building. The first thrust of AIM was to help each student develop functional skills within specific community target sites, to decrease maladaptive behaviors that interfered with community acceptance, and to increase adaptive behavior skills. The second major project activity was the community integration component which included a high school teacher assistant program and supervised field placements in the extended community. High school students were trained to work with and record behavior of autistic Ss. A summary of project accomplishments provides details of activities for each of six objectives (development of the integration curriculum, the high school training program, and the transition assessment instrument; community involvement; dissemination and replication; and project continuation). Extensive appendixes include the table of contents for the high school training manual and a flow chart for vocational training of severely handicapped adolescents. (CL)

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AUTISTIC INTEGRATION MODEL

1981-1982

Year III

Final Report

Prepared by:

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PORTLAND PUBLIC SCHOOLS

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Autistic Integration Model

AIM Overview

Recent literature notes that community involvement is essential to facilitate change in attitudes and behavior toward the handicapped. An essential element for the eventual success of community integration for the handicapped is the good will, acceptance and support of the general public (Baker, Seltzer, and Seltzer, 1977; Wikey and Newman, 1975; Manula and Newman, 1973). Studies of community failure, resulting in reinstitutionalization of the handicapped, consistently substantiate that rejection is due to the individuals' problem behaviors and the community's inability to tolerate or understand these behaviors.

The Autistic Integration Model (AIM) based its goals and objectives on a framework of community integration and student skill building to achieve maximum community acceptance. The AIM evolved from a typical high school classroom for the severely disabled autistic adolescent into a disciplined, structured, goal-oriented community-based model. During this evolvement the AIM established two main thrusts of activity: 1) Student Behavioral Training and Skill Building, and 2) Community Integration.

Student Behavioral Training and Skill Building developed the skills necessary for each student to succeed functionally within the extended community by establishing specific community target sites for each student. Behavioral Training involved decreasing maladaptive behaviors that interferred with community acceptance and increasing socially appropriate and work appropriate behaviors that increased acceptance. In addition to behavioral training, community identified target skills in Communication, Vocational Training, Leisure Activity, and Domestic Skills Training were programmed, based on the specific requirements of the particular target site. The I.E.P. for each student reflected the community referenced criteria within each objective. In addition, each student participated in five-day field placements in their extended community target sites. Collected data assisted in determining the rate of proficiency of the student in relation to the workers or participants in the extended community site. Extended community programs included work activity centers, sheltered worksnops, community job placements, group homes, intermediate care facilities and apartment living centers.

The areas in which there continued to be significant differences between compared proficiency rates of students and community members then became target areas in which tolerance levels of community members were necessarily increased.

The community integration component included the following: 1) provided extended community information to the classroom for establishing target skills; 2) directed a high school teacher assistant program; 3) implemented information exchanging procedures in the high school and the extended community in order to increase behavior tolerance levels; 4) assisted in behavior training and skill building in the extended community; and 5) supervised trial field placements in the extended community. Typically, it was the problem behaviors which differentiated the autistic population from other individuals found in extended community environments. It was the philosophy of the AIM that tolerance levels were increased through an

effective community education program which provided information to the community, provided skill training to the student and directed involvement of the extended community members. The AIM provided a bridge which spanned the gap of acceptance between moderately handicapped individuals currently served in extended community programs and severely disabled autistic individuals.

The AIM's community-based programming consistently directed the severely disabled autistic adolescent's activities and long-term goals toward their least restrictive future environments. This programming required the selection of possible future adult environments including: work activity centers, sheltered workshops, community job placements, group homes, intermediate care facilities, apartment living centers. It also required behavior management and skill building programs that established skills necessary for the students to survive in future work and living environments. Finally, the student's progress was tested and demonstrated in the extended community during field placement practicums.

THE STUDENTS

The AIM currently served severely handicapped autistic adolescents. The students in the community-based program exhibited practically no language nor did they use what language they had for functional communication. Typically, these students were unable to benefit from traditional educational programs for the severely handicapped, because of severe maladaptive behaviors.

PROJECT AFFILIATONS

The AIM's training site was located in a classroom within a public high school. The AIM was coordinated by Portland Public Schools and was currently funded through the Federal Model Demonstration Program, Special Education Office of the Department of Education.

HIGH SCHOOL COMMUNITY INVOLVEMENT

The AIM typically had eight to fifteen high school students who volunteered as teaching assistants (TA's). These students receive 1/2 hour of high school credit for working in Project AIM's training site for one semester. All new high school student TA's took part in a five-day training program focusing on Behavioral Procedures used in the classroom. Written materials pertaining to these procedures were given to the students, discussed and role played. The students observed the AIM classrooms ongoing programs and received practical instruction from the staff in taking data, assisting the AIM staff, running instructional programs and eventually interacting with the AIM students in a supervisory role. Concurrent with this, data were collected regarding the TA's appropriate use and recognition of cues, prompts and reinforcements in the classroom programs. These data were graphed and displayed to show progress toward learning the behavioral procedures used.

The AIM continuously attempted to educate the high school community about autism and facilitate high school community involvement with the handicapped through slide presentations, video tape presentations and direct contact with high school community members. For example, AIM in conjunction with the high school staff sponsored a Handicapped Awareness Week at the high school, which included speakers, information booths and a wheelchair basketball game with the faculty.

AIM SUMMARY

The Autistic Integration Model Project succeeded in developing community based instructional services for severely autistic adolescents within a public high school setting. Two significant thrusts of the project demonstrated that by both increasing student skills and increasing community tolerances even the severely autistic adolescent can reserve a pla[illegible]e in the community after high school. During the project's three-year [illegible]e, effective intervention strategies were developed and refined. Community tolerance for the maladaptive student behaviors increased among high school students, high school personnel and community employers. Community employers included CETA training staff members, sheltered work supervisors, community college custodial employees and group home trainers. Student performance in work skills, adaptive behavior and community living skills improved. In addition, an existing high school program for the severely handicapped ultimately incorporated AIM procedures into their program. Information regarding the appropriate education of severely handicapped and severely autistic adolescents increased significantly. Among the most significant results achieved by this project is the acquisition of additional funding to disseminate model procedures at a state-wide level among rural school districts.

The following pages summarize the project's accomplishments over the three-year period. The appendices provide numerous examples of the AIM's feats. This project provides a major contribution to the communitization of severely handicapped people and the changing attitudes of the extended community in which they will live. We are pleased that components of the AIM will continue beyond the three-year project period.

Joel R. Arick

Joel R. Arick, Ph.D.
Patricia J. Almond, Ph.D.

AIM Activity Record

Objective	Activity	Accomplishments
1. Integration Curriculum		
Develop training package for the adolescent integration curriculum.	1) Finalize draft and print Integration Curriculum Manual.	Completed February 1982. The AIM Transition Manual includes 8 chapters. Each chapter provides forms and directions for providing community-based instruction.
	2) Develop audio-visual teacher training component for inservice training (slides or video).	Completed April 1982. Two 30 minute video tapes provide an overview of the AIM and community based naturalistic observation. Over 300 slides describe the AIM components.
	3) Continue integration curriculum model.	The students in the AIM Program went through the five steps of the AIM Community Practicum Probe (Chapter 4 Community Practicum Probe, page 5) four different times throughout the school year 1981-82. Three students had placements at an activity center; one student had placements at an activity center and a CETA funded competitive employment position; and two students had placements at a group home.
2. High School Training Program		
Develop training package for implementation of the high school training program.	1) Finalize draft and print High School Training Manual.	Final draft of the High School Training Manual was completed January 15, 1982, and printed for dissemination. All 100 copies were disseminated. The High School Training Manual's Table of Contents is shown in the Appendix and the Manual is available to your office upon request.

Objective	Activity	Accomplishments
2. High School Training Program (cont'd)		
	2) Develop audio-visual teacher training presentation for inservice training (slides or video).	A video tape presentation was developed and produced in January 1982. The video tape served as an introduction to inservice activities. A slide presentation was developed for use in training workshop particpants in the AIM model components.
	3) Continue high school training program.	High school teaching assistants were invaluable aids as well as peers for the AIM students during Year III. An average of ten high school teaching assistants were used per term throughout the third year.
3. Transition Assessment		
Develop training package for the Transition Assessment Instrument.	1) Finalize draft and print Transition Assessment component of Integration Curriculum Manual. C/CABOI	Chapters II, III and IV provide a complete process for identifying sites and evaluating student performance during practicums and work experience placements.
	2) Develop audio-visual teacher training component for inservice training.	A full day audio-visual training program was developed by the AIM and utilized to train teachers, administrators and other relevant professionals. This program consisted of a 25 minute video tape giving an overview of the AIM Model, a 20 minute training video tape for Community Probe procedures and the Classroom/ Community Adaptive Behavior Observation Instrument (C/CABOI) plus a slide show. The workshop covers Community Identification and Assessment Procedures and Student Training Procedures. See the Appendix for a copy of the slide outline and interact article.

Objective	Activity	Accomplishments
3. Transition Assessment (cont'd)		
	3) Continue match of student skills to community demands via data-based assessments.	Prior to community placement for the AIM students, 34 community sites were identified and assessed using the data based system described in Chapters 2 and 3 in the Autistic Integration Manual. AIM students were then assessed regarding skill and behavior functioning and matched to appropriate community sites. Once placements in these community sites began, continuous matching of student skills and behaviors to the community placement site was undertaken through the use of peer model(s) in each site. Chapter 3 in the Autistic Integration Manual describes the peer model.
4. Community Involvement		
Continue extended community programming and development of procedures through development of a manual.	1) Continue data gathering of transition sites to finalize and update the transition site into a data bank.	Thirty-four community sites were initially contacted in the Portland Metropolitan Area for possible future community placement. Various levels of information were collected on these sites during the three-year period. A copy of the data bank cover sheet is included in the Appendix.
	2) Compile and print transition site data bank.	All information collected on the community sites has been printed and compiled into a transition site data bank. See Appendix for a complete listing of all community sites included in the data bank.

Objective	Activity	Accomplishments
4. Community Involvement (cont'd)		
	3) Coordinate extended community programming procedures with the Community Integration Curriculum Manual.	Throughout the school year 1981-82 programming decisions and procedures were based on the steps and criterion presented in Chapter 5 of the AIM Manual of AIM Transition Training Procedures. All students followed these steps both in the classroom and community practicum sites.
	4) Continue to implement community-based field practicums in future transition environments.	During the school year 1981-82 all students had practicum placements in community sites established in 1980-81. See following page.
	5) Continue to utilize student data and attitude interview data to provide feedback and evaluation of the extended community programs and procedures.	The AIM Manual Chapters Community Identification and Community and Student Assessment were utilized throughout Year III to assess, provide feedback, place and program AIM students in the extended community sites. These attitude and student evaluation procedures are included in the AIM Manual.
5. Dissemination and Replication		
Disseminate model project via group training seminars and major conferences.	1) Schedule four training seminars (Spokane, WA; Seattle, WA; Denver, CO; Portland, OR; San Francisco, CA) for replication and dissemination.	Training seminars communicated the AIM to teachers and special education administrators. Workshops occurred in Seattle, Portland, Denver and San Francisco.
	2) Solicit participants from local and state agencies for replication.	Participants included both teachers and special education administrators. Portland - 10 participants Seattle - 14 participants Denver - 29 participants San Francisco- 24 participants

Objective No. 4 Table
Practicum Summary

Student	Placement Site	Date	Practicum Duration
No. 1	Activity Center	10/81	1 week
No. 2	Activity Center	10/81	2 weeks
		1/82	2 weeks
No. 3	Activity Center	10/81	2 weeks
		1/82	2 weeks
		3/82	2 weeks
		5/82	2 weeks
	Group Home	5/82	2 weeks
		6/82	1 week
No. 4	Activity Center	10/82	2 weeks
		1/82	3 weeks
	Competitive Employment	3/82	6 weeks
	Group Home	5/82	2 weeks
		6/82	1 week

Objective	Activity	Accomplishments
5. Dissemination and Replication (cont'd)		
	3) Conduct audio-visual presentations and training (see previous objectives).	The full day training workshop described in objective 3 activity 2 provided the train-in format.
	4) Hand out training manuals for replication participants.	All 77 participants received a complete copy of the AIM Transition Manuals.
	5) Schedule one National Conference presentation for model dissemination.	The AIM was present at the National Conference of the National Society for Autistic Citizens (NSAC) held in Omaha, Nebraska in July, 1982. The second presentation was not scheduled due to lack of budget and objective changes with the Office of Education.
	6) Mail out 100 integration curriculum manuals and 100 high school training programs upon request from other school districts and agencies.	School districts, agencies, individual teachers and parents requested and received AIM materials at a nominal cost for printing.
6. Project Continuation		
	1) Explore options.	Two major thrusts of continuation proposals were developed. The two continuation proposals were: 1) continuation of the AIM Model and procedures by the Portland Public Schools with a more hetergenous population of students, and 2) replication and application of the AIM Model in rural communities of Oregon with the severely handicapped.
	2) Make applications for continuation funds.	1) A proposed AIM continuation model for Portland Public Schools was developed and is in the Appendix of this report.

Objective	Activity	Accomplishments
6. Project Continuation (cont'd)		2) A grant proposal was submitted to personnel preparation to secure funds for replication of the AIM Model for the severely handicapped in rural Oregon. The Abstract for this grant is included in the Appendix of this document.
	3) Secure continuation funds.	1) Portland Public Schools implemented the AIM Model with their Regional Program for the Autistic and their Severely and Profoundly Handicapped Program. The district received inservice training and materials from our staff in order to facilitate the implementation process.
		2) An office of Special Education personnel preparation funded grant to provide training to rural Oregon teachers of the severely handicapped was awarded to Portland State University. The grant will provide rural Oregon teachers with training and followup in implementation of the AIM Model.

APPENDICES

1. AIM Slide Presentation
2. AIM Data Bank Cover Sheet
3. Community Agency Directory
4. Interact Article
5. AIM Transition Manual Chapter I: Introduction and Description of Chapters
6. High School Training Manual Table of Contents
7. Model Proposal for AIM Continuation with Portland Public Schools
8. Severely Handicapped Oregon Rural Education Grant Abstract

AIM SLIDE PRESENTATION

SLIDE OVERVIEW FOR COMMUNITY IDENTIFICATION AND ASSESSMENT

Slide No.	Topic
1-4	Philosophy of AIM
5-19	Defining Community Sites
5-11	- Activity Center Tasks
12-14	- Sheltered Workshop Tasks
15-16	- Competitive Employment
17-18	- Group Home Domestic Tasks
19	- Community Living Skills
	Community Identification, Chase I, Chapter II
20-28	Community Surveying
20-25	- Surveys
26-27	- Entrance Criteria (Collected with surveys) (Hand out example survey for audience completion. See Chapter II, Page 3, for scoring)
28-	- Job and Residence Site Ranking Form (primary considerations) Audience places scores from survey on handout Form 2.
29-48	C/CABOI
30	- C/CABOI data sheet filled out on 5 activity center clients - audience turn to example C/CABOI.
31, 33, 35, 37, 39	- Site Client/Student Behavior - Ask audience how they would score.
32, 34, 36, 38, 40	- C/CABOI Form scored from student/client behavior
41-47	- Bar Graphs of C/CABOI data taken at sites.
48	- Example of C/CABOI data plotted on job and residence ranking (primary characteristics) Form 2B, Page 14, Chapter 3.
49-50	Data Bank Contents
49	- "Data Bank"
50	- Data bank cover sheet
51-79	Community Assessment, Phase II, Chapter III
52-54	- What tasks used to be done; why do assessment of community tasks.
55-57	- Step A: Student Placement Prioritization
58-62	- Step B: Placement Site Selection
63	- Step C: Determining Placement Site Selection (Talk about selecting peer model)
64-67	- Step D: Activity Sequencing
68-70	- Step E: Prioritizing Survival Skills
71-75	- Step F: Task Analysis of Survival Skills
76-78	- Step G: Initial Community Probe
79	- Step H: Short Term IEP Goals (Talk about reviewing the IEP here)

AIM SLIDES FOR CLASSROOM PROCEDURES AND BEHAVIOR MANAGEMENT

CAROUSEL I

Slide Number	Slide Description	Notes
1	CURRICULUM DOMAINS FOR FUNCTIONAL INDEPENDENCE IN NATURAL SETTINGS	
2	VOCATIONAL	
3	Tim working at community worksite	
4	Joe signing in before work in school cafeteria	
5	Joe working in school cafeteria	
6	Same	
7	DOMESTIC	
8	Tim using school restroom independently	
9	COMMUNITY BASED	
10	Tim standing in lunch line at school	
11	Joe at store out in community	
12	Joe receiving change for bought items at store	
13	LEISURE	
14	Joe reading	
15	COMMUNICATION	
16	Tim raising hand	
17	Tim hand guiding	
18	Tim shaking hands	
19	Joe using telephone	
20	Tim signing "bathroom"	
21	ADAPTIVE BEHAVIORS	
22	Tim walking with hands behind back	
23	Tim and Joe eating in school cafeteria	
24	Joe at work in school cafeteria	Self-stimulation
25	Joe throwing materials in classroom	Destroy environment
26	Materials on floor	
27	Tim trantruming	Self-injury
28	Same	Same
29	Tim grabbing Michael	Aggressive to others
30	Same	Same
31	BASE STATION: THE CLASSROOM ORGANIZATION	
32	Peer model's daily schedule	
33	Tim's classroom daily schedule	
34	Community practicum work site's floor plan	
35	AIM's classroom floor plan	
36	Community practicum work site's work area	
37	AIM's classroom work area	
38	Community practicum work site's break area	
39	AIM's classroom break area	
40	Community practicum work site's store	
41	AIM's classroom store	
42	AIM's classroom work materials storage area	

AIM SLIDES FOR CLASSROOM PROCEDURES AND BEHAVIOR MANAGEMENT

CAROUSEL I (cont.)

Slide Number	Slide Description	Notes
43	VOCATIONAL MATERIALS AND EQUIPMENT	
44	Food Packaging Work Sample setup	
45	Envelope Stuffing Work Sample setup	
46	Button Packaging Work Sample setup	
47	5-Part Pen Assembly Work Sample setup	
48	3-Part Bolt, Nut and Washer Work Sample setup	
49	7-Part Bolt, Nut and Washer Work Sample setup	
50	Light Plug Work Sample setup	
51	Romex Clamp Work Sample setup	
52	Sorting Work Samples	
53	Heat Sealer	
54	Stapler, screwdriver and staple remover	
55	Counter	
56	Counting jigs	
57	Counting jigs	
58	Sorting jigs	
59	Paper folding jig	
60	Pegboards	
61	Pegboards	
62	WORK SAMPLES	
63	Blurb Stuffing Work Sample	Storage
64	Same	Setup
65	Same	In use
66	5-Part Pen Assembly Work Sample	Storage
67	Same	Setup
68	Same	In use
69	Stapling Work Sample	Storage
70	Same	Setup
71	Same	In use
72	7-Part Bolt, Nut and Washer Work Sample	Storage
73	Same	Setup
74	Same	In use
75	Sorting Work Sample	Storage
76	Same	Setup
77	Same	In use
78	Staff taking assembled materials apart	
79	Same	

AIM SLIDES FOR CLASSROOM PROCEDURES AND BEHAVIOR MANAGEMENT

CAROUSEL II

Slide Number	Slide Description	Notes
1	PROGRAMMING FUNCTIONAL INDEPENDENCE	
2	LEVEL I: SKILL	Chap. 5, Page 4
3	Trudy and Tim on Button Packaging Work Sample	Step A
4	Same	Same
5	Same	Step B
6	Same	Same
7	Same	Step C
8	Same	Step D
9	Total Task Data Sheet	
10	AIM Program Summary Sheet	
11	LEVEL II: REPEATED TRIALS	Chap. 5, Page 8
12	Trudy and Joe on Envelope Stuffing Work Sample	Step A
13	Same	Same
14	Same	Same
15	Same	Step B
16	Same	Same
17	Same	Same
18	Same	Step C
19	Same	Same
20	AIM Repeated Trials Data Sheet	
21	AIM Program Summary Sheet	
22	LEVEL III: INDEPENDENCE	Chap. 5, Page 13
23	RAISE HAND - TASK COMPLETION	
24	Tim on Pegs in Pegboard Work Sample	
25	Same	
26	Same	
27	Same	
28	Same	
29	Same	
30	Same	
31	RAISE HAND - NEEDS MATERIALS	
32	Trudy and Tim on Blurb Stuffing Work Sample	Training hand raise
33	Same	
34	Same	Pull manual prompt
35	Same	Point to reward
36	Same	No prompt
37	Same	Receives reward
38	WORK CONTINUOUSLY 30 MINUTES	
39	Clock at 9:15	
40	Joe on 5-Part Pen Assembly Work Sample	
41	Same	
42	Same	
43	Same	
44	Same	
45	Clock at 9:45	

CAROUSEL II (cont.)

Slide Number	Slide Description	Notes
46	MONEY REWARDS	
47	Trudy and Joe on Envelope Stuffing Work Sample	Trudy counting money
48	Same	Trudy paying Joe
49	Trudy and Joe at classroom store	Joe buying
50	Same	Same
51	Joe in break area	Joe using bought items
52	Tim on Pegs in Pegboard Work Sample	Tim finishing task
53	Trudy and Tim on Pegs in Pegboard Work Sample	Trudy paying Tim
54	Tim in break area	Tim using candy mach.
55	Same	Tim eating bought item
56	LEVEL IV: EXPANSION	Chap. 5, Page 17
57	EXPANDED TASK	
58	Joe on Envelope Stuffing Work Sample	With storage jig for expansion
59	Same	Same
60	Same	Same
61	Same	Same
62	Same	Same
63	Same	Same
64	Same	Same
65	NEW TRAINER	
66	Staff and Tim on Blurb Stuffing Work Sample	Original trainer
67	Same	New classroom teacher
68	Same	New classroom teacher
69	Same	New community trainer
70	NEW SETTING	
71	Tim on Chainsaw Parts Packaging Work Sample	In classroom
72	Same	In community
73	LEVEL V: MAINTENANCE	Chap. 5, Page 20
74	Calendar - March	
75	Trudy and Tim on Chainsaw Parts Packaging W.S.	Checking task skills
76	Calendar - June	
77	Michelle and Tim on Chainsaw Parts Packaging W.S.	Checking task skills

AIM SLIDES FOR CLASSROOM PROCEDURES AND BEHAVIOR MANAGEMENT

CAROUSEL III

Slide Number	Slide Description	Notes
1	PEER MODEL	
2	Peer model at community work site	Working
3	Same	Materials setup
4	Same	Raising hand
5	Same	Staff counting items
6	Same	Staff recording count
7	Same	Same
8	Recording Materials	
9	Clock at community work site	Break time
10	Peer model at community work site	Moving to break area
11	Same	Same
12	Empty work area at community work site	
13	Full break area at community work site	
14	ADAPTIVE BEHAVIOR MANAGEMENT	
15	IGNORE	
16	Joe working in AIM's classroom work area	
17	Joe - Finished task should raise hand but self-timing instead staff member ignoring Joe	
18	REWARD	
19	Joe - Raises hand and receives reward	
20	PROTECTIVE QUIET TIME	
21	Tim on floor	
22	Student on floor wrapped in blanket	

AIM DATA BANK COVER SHEET

DATA BANK COVER SHEET

Contents for _____

1. Site Selection and Overview Information: (collected on all community sites)

   Program survey including:

   a. Brochure

   b. Admision policy

   c. Overview of program demographics and client potential - for administrator or director

   d. Future tolerance of maladaptive behavior and pre practicum willingness - for direct service staff

2. Pre Practicum Site Selection Information: (collected on all high priority community sites)

   a. C/CABOI direct observation data

   b. Floor plan

   c. Ecological Inventory

3. Practicum Program Information: (collected on all practicum community sites)

   a. Time and activity sequence schedule

   b. Prioritization of tasks for community based programs

   c. Task contingency record

   d. Task analysis record and target task diagram

   e. Anecdotal records of trial placement

   f. Specific site staff requests

COMMUNITY AGENCY DIRECTORY

PARENT AGENCY	ACTIVITY CENTER/ SHELTERED WORKSHOP	RESIDENTIAL TRAINING FACILITY/RESIDENTIAL CARE FACILITY	SATELLITE APARTMENT
Clackamas Challenge Center Inc. 998 Library Ct. Oregon City 655-5552	Activity Center Dir: Ken Sosheim Program Dir: Cathy McCormick	Residential Care Facility Oregon City View Manor (Care Facility) 303 S. High Oregon 657-3071 Admin: Diana Swagger	
Port City Development Center 6650 N. Basin Suite 3 Portland, OR 97217 289-6512	Activity Center Dir: Jane Elliott Program Dir: Ruthanne Fischer		
Edwards Center 20250 S.W. Kinnaman Aloha, OR 97007 642-1581 Executive Dir: Carol Knudsen	Activity Center Dir: Carol Knudsen Program Dir: Susie Lematta Activity Center (Forest Grove) Contact: Carol Knudsen or Susie Lematta	Residential Training Facility (Aloha) Residential Living Coordinator: Joel Wykowski	Satellite Apartment Apartment Living Coordinator: Gary Oberg
Good Shepard Home Rt. 4 Box 96 Cornelius, OR 97113 648-8976		Residential Training Facility 720 S.E. Washington Hillsboro, OR 97123 - 648-7832 Admin: Elly Dammann Skill Trainer: Wayne Hansen Intermediate Care Facility Habilitation Coordinator: Sandy Ford Social Worker (Placemates): Jackie Judsen	

PARENT AGENCY	ACTIVITY CENTER/ SHELTERED WORKSHOP	RESIDENTIAL TRAINING FACILITY/RESIDENTIAL CARE FACILITY	SATELLITE APARTMENT
Highland Adult Activity Center 4815 N.E. 7th Ave. Portland, OR 97211 281-6936	Activity Center Dir: Richell Capozio Program Dir: Janis Willis		
Rainbow Adult Living Center - 232-0394		Residential Training Facility 3020 S.E. Waverleigh Apt. 1 Portland, OR 97202 232-0394 Admin: Lynn Smith Skill Trainer: Dennis Ovona	Satellite Apartment Support Trainer: Kirk Sharrer (2 apartments)
Eastco Inc. 215 S.W. Wallula Gresham, OR 97030 667-0613	Activity Center Div: Barbera Place Program Dir: Lorrie Lusk	Halsey St. Residential Training Center 18920 N.E. Halsey, Portland 666-1016 Admin: Josh Brown Skill Trainer: David Kurtz Bush St. Group Home 12309 S.E. Bush - Open April 1982	
Oregon Commission for the Blind 535 S.E. 12th Portland, OR 97214 238-8375	Activity Center Dir: Mary White 910 S.E. Stark Portland 238-8428 Sheltered Workshop 535 S.E. 12th, Portland 238-8375 Dir: Ed Shattuck		

PARENT AGENCY	ACTIVITY CENTER/ SHELTERED WORKSHOP	RESIDENTIAL TRAINING FACILITY/RESIDENTIAL CARE FACILITY	SATELLITE APARTMENT
St. Vincent DePaul 4943 N.E. Union, Portland, OR 281-1289	Activity Center Dir: Ken Smith 281-0909 Rehabilitation Center Rehabilitation Coordinator: Marty Brandle 281-1289	Residential Care Facility Hollywood House 2205 N.E. 44th Portland OR 97213 282-6834 Admin: Marina Humphrey Residential Training Facility B.P. Johns 15170 S.E. River Rd. Milwaukie, OR 97222 659-3690 Admin: Marina Humphrey Skill Trainer: Elaina Weimer	
Portland Habilitation Center 3829 S.E. 74th Portland, OR 97206 777-2215	Sheltered Workshop Dir: Debra Wallace Activity Center Dir: Debra Wallace		
United Cerebral Palsey Association 7117 S.E. Harold Portland 777-4167 Exec. Dir: Bud Thoune Adult Service Dir: Mareen Karingan	Sheltered Workshop Dir: Dave Allyn Activity Center Dir: Rose Power	Residential Training Facility 2727 S.E. Alder Portland, OR 232-8447 Admin: Elliot Clark Skill Trainer: Cathy Sauter	Satellite Apartments Admin.: Carol Ford

PARENT AGENCY	ACTIVITY CENTER/ SHELTERED WORKSHOP	RESIDENTIAL TRAINING FACILITY/RESIDENTIAL CARE FACILITY	SATELLITE APARTMENT
Westside Community Focus Inc. 2334 N.W. Marshall St. 222-2166/223-9116 Exec. Dir: Eugene A. Norris		Residential Training Facility 222-2166/223-9116 Admin: Bruce Levy Skill Trainer: Jewel Pahl Residential Care Facility 2340 S.W. Boundary Portland, OR 245-2174 Admin: Bruce Levy	Semi-Independent Living Program Admin: Sheila Mann
Tualitan Valley Workshop Inc. 18950 SW Shaw Aloha 97005 649-8571 General Manager: Tom Spaulding	Sheltered Services Program Program Manager: Barb Fagen Activity Center Program Manager - Carla Gonzales		
Goodwill Industries of Oregon 1831 SE 6th President: Elmer Beckett	Sheltered Workshop Dir. of Rehabilitation: Wallace Watkins 238-6183	Residential Training Facility Laura Scolar 238-6198	Satellite Apartment Dir. of Operations: Jim Kirksey 238-6144

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INTERACT ARTICLE

Autistic Integration Model

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The autistic Integration Model, called AIM, is a Federal Model Demonstration project funded by the Special Education Office of the Department of Education for the autistic adolescent.

The Autistic Integration Model is administered by Portland Public Schools, in conjunction with the Regional Autistic Program. The high school adolescent classroom is currently housed at Grant High School in Portland, Oregon. AIM in its final year of funding has developed several procedural manuals, which are ready for adoption and replication. These manuals describe the procedures developed during the three-year implementation phase of the AIM. The following article describes the AIM philosophy and its procedures.

With an incidence of approximately four to five per every 10,000 births, the autism syndrome is a rare occurrence. But the impact of the syndrome is so devastating to the individual as to make him or her essentially an outcast to other community members. This syndrome, in its severest form, includes the most extreme examples of maladaptive behavior. Using NSAC's definition of autism, we can see this severe disturbance in language to sensory stimuli. Frequently severely handicapped autistic adolescent behavior may be characterized by self-injurious, repetitive and aggressive behaviors.

To a limited extent the severely handicapped autistic adolescent can be taught to function more like normal peers, especially in predictable situations. But given the highly fluid, subtle and complex nature of social interaction, the results of many past efforts to improve the skills of the severely handicapped autistic adolescent student have been very disappointing. An alternate, more promising approach, is to expand the sensitivity, knowledge and skills of specific community members to work and deal with the severely handicapped autistic adolescent student.

The Autistic Integration Model provides a structured, community based model with two main thrusts. One thrust involves student behavioral training and skill building. A second thrust, community integration, provides the essential ingredient for the success of the model.

Typically, it is the problem behaviors, self-stimulation, self-injurious behavior, environmental destruction, aggression and tantrumming, which differentiate this autistic population from the other clients found in extended community environments. It is the philosophy of the AIM that community tolerance levels are increased through an effective community education program, skill training to the student and direct involvement of extended community members.

To implement a strong community-based model, the AIM staff conducted community assessment through surveys of attitudes toward the severely handicapped and community observations to determine minimally acceptable functioning levels required by current service agencies working with the handicapped.

cum experiences in a work site, group home, or competitive employment setting dependent upon the individual student's skill and behavior levels. Extended community sites include work activity centers, sheltered workshops, community job placements, group homes, intermediate care facilities, and apartment living centers.

Community Identification, Phase I, in the AIM model includes a community survey, the Classroom/Community Adaptive Behavior Observation Instrument, ecological inventories, and basic community demographic information. Information gathered through the community identification phase is collected and organized into a community data bank for future referral and updating.

At the completion of Phase I Community Identification, the collection of information on community living and working sites, AIM students and community sites are matched through an eight-step process in Phase II, Community Assessment Procedures.

The Autistic Integration Model provides a structured, community based model with two main thrusts. One thrust involves student behavioral training and skill building. A second thrust, community integration, provides the essential ingredient for the success of the model.

The Student Behavioral Training and Skill Building component develops the skills necessary for each student to succeed functionally within the extended community. Behavioral Training involves decreasing maladaptive behaviors that interfere with community acceptance and increasing socially appropriate and work appropriate behaviors that increase acceptance. Skill building involves community identified target skills in Communication, Vocational Activity, Leisure Activity, and Domestic Skills based on the specific requirements of a particular target site.

Each student participates in several five-day field placements in their extended community target site. Data are collected which assist in determining the rate of proficiency of the student in relation to the clients of the extended community site. This enables the community sites to observe the student's work skills and social behaviors within their own setting. Interaction between the community staff, clients and AIM students provides hands on experience for the community sites. An effort is made for each student to have Practi-

Phase III, Community Based Student Training, involves two levels. The first level of training involves Skill Training. Mastery has been attained when the student completes ten task trials in a simulated classroom workshop with at least 50% "on task" behavior and 90% accuracy on each trial over three consecutive days. At the Skill level, supervisory contact with the student consists of one verbal prompt at the beginning of each trial, followed by social reinforcement and tangible rewards at the end of each trial.

The second level of training focuses on independent task completion. The student's independent completion of the task is increased after the skill training level has been mastered.

Independence training takes place both in the targeted community site and the simulated classroom environment. Where the training takes

Award Winning Film Available

Wheel Press Inc. announces the availability of the award winning film, *"SAM." "SAM,"* based on the book, *SAM AND HIS CART* by Portland Author, Arthur Honeyman, portrays the struggles and successes of a twelve-year-old boy with cerebral palsy trying to be productive by selling door to door in his community. This entertaining and heartwarming story, based on Honeyman's personal experiences, is designed to educate people concerning attitudes which handicapped people encounter in the community at large.

A presentation, consisting of a showing of this 24-minute film, accompanied by a short lecture or discussion and/or questions and answer period, has been well received by schools, assemblies, individual classrooms, various civic groups, teacher organizations, and other special interest groups involved in the activities of mainstreaming throughout Oregon. People of all ages and all walks of life find *"SAM"* to be entertaining, educational and inspirational.

A book, *SAM AND HIS CART* is also available through Wheel Press. This book, based on Honeyman's real experiences as a youth, is extremely readable, poignant, entertaining, and educational. Although the story is written in a language simple enough for small children to understand, its message is aimed at people of all ages. Since 1977, the book has been sold to people all over the world. Not only is the book praised for its tale and message, but for the remarkable illustrations drawn by Michael De Waide. The book is frequently used by schools to prepare for the questions and answers after showing the film *"SAM."*

The author and his wife are experienced educators who look forward to sharing this film with your group. For additional information about ordering the book and presentation of the film, contact JoAnn or Art Honeyman, 9203 S.E. Mitchell, Portland, OR 97266, (503) 777-6659, or Wheel Press Inc., P.O. Box 23233, Tigard, OR 97233.

Autistic Integration . . .
Continued from page 22

place depends on the community sites willingness to participate in this stage of training, type of task being trained, and staff judgment as to the students ability to work in the community.

Phase IV is expansion and maintenance of each task. Skills needed to perform each task are expanded to additional target community environments through supervised placements.

According to the AIM philosophy, successful adult placement depends both on increasing community tolerances and improving student skills and adaptive behaviors. Community tolerances are increased when community members actually work with autistic students. Student skills and adaptive behaviors are improved through specific behavioral programming within community settings. Target behaviors and skills identified via community observation and priorities established by relevant community members provide the content for training.

As part of the final AIM activity the Project Staff have planned four workshops.

Portland	April 20 and 24
Seattle	April 30
Denver	May 14 and 15
San Francisco	May 21 and 22

For information regarding the workshops, contact Ruth Goertz, (503) 288-5361.

Books for Children About Disability and Handicap

Adams, Barbara. *Like It Is: Facts and Feelings About Handicaps From Kids Who Know.* Walker, 1979. M*

Berger, Gilda. *Learning Disabilities and Handicaps.* Watts, 1978. M*

Berger, Gilda. *Physical Disabilities.* Watts, 1979. M*

Feingold, S. Norman & Miller, Norma. *Your Future as a Handicapped Teenager.* Rosen Press, 1980. A*

Forrai, Maria S. *A Look at Physical Handicaps.* Child's World, 1976. M*

Gelfand, Ravina & Patterson, Letha. *They Wouldn't Quit: Stories of Handicapped People.* new ed. Lerner Pubns., 1969. M*

Gillet, Pamela. *Career Education for Children with Learning Disabilities.* Academic Therapy, 1978. A*

Glazzard, Margaret H. *Meet Danny, He's a Special Person: Multiply Handicapped.* H & H Ent., 1978. E*

Hale, Glorya, ed. *The Source Book for the Disabled: An Illustrated Guide to Easier More Independent Living for Physically Disabled People, Their Families and Friends.* Paddington Press, 1979. A*

Haskins, James S. *Who Are The Handicapped?* Doubleday, 1978. M*

Lytle, Richard B. *Challenged by a Handicap: Adventures in Courage.* Reilly & Lee, 1971. M*

Myers, Caroline C. & Barbe, Walter B., eds. *Challenge of a Handicap.* Highlights, 1977. E*

Pursell, Margaret Sanford. *A Look at Physical Handicap.* Lerner Pubns., 1976. M*

Splaver, Sarah. *Your Handicap: Don't Let It Handicap You.* rev. ed. Messner, 1979. A*

Stein, Sara Bonnett. *About Handicaps: An Open Family Book for Parents and Children Together.* Walker, 1974. E*

E* = early childhood
M* = middle childhood
A* = adolescence

AIM TRANSITION MANUAL CHAPTER I:

INTRODUCTION AND DESCRIPTION OF CHAPTERS

AIM COMMUNITY INTEGRATION MANUAL

Patricia Almond, Ph.D.

Joel Arick, Ph.D.

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Autistic Integration Model

Regional Autistic Program

Portland Public Schools

Child Service Center

220 N.E. Beech Street

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022582 Arick

Acknowledgements:

Dr. David Krug

Jackie Coffman

Trudy Rees

Mary Fleskes-Dickman

Judith Boel

Patricia Rinehart

Judy Fiestal-Rosenblum

Stephanie Robinson

Mildred McGlaughlin

Nancy Cross

Rebecca Bernat

The Grant High School Students and Faculty

The participating Work Activity Centers, Sheltered Workshops and Ceta Programs in the Portland area

And of course our students

This manual is dedicated to the memory of Lisa.

AIM COMMUNITY INTEGRATION MANUAL

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CHAPTER I

Introduction to the Autistic Integration Model

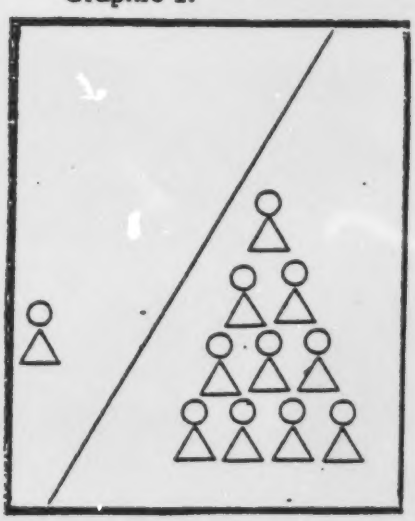
A critical difference between an elementary program and a high school program for the severely handicapped is that the elementary program is theoretically and realistically based within Educational Institutions. We have discovered that effective programs for the severely handicapped adolescent need to operate from the larger extended community. The larger extended community, including Activity Centers, Sheltered Workshops, Competitive Employment, Group Homes, and Satellite Apartments needs to be involved early and extensively in order to community-base a student program.

Looking at the larger community we find that every societal group functions within a set of highly visible rules. Generally, if we break these rules we are apt to be punished. Every group also functions within a set of "invisible" rules, which if broken, are punished by ridicule, rejection and ultimately with expulsion. The highly visible rules tend to be organizational and designed for the smooth functioning of society. Many of the "invisible" rules vary from one society to another and govern social and physical interaction. How comfortable or uncomfortable we are in an interaction with someone can often tell us if an "invisible" rule is being broken. Some "invisible" rules include: how close you stand to someone when talking to them, eye contact versus staring, and what you do with yourself during unstructured or "free" time.

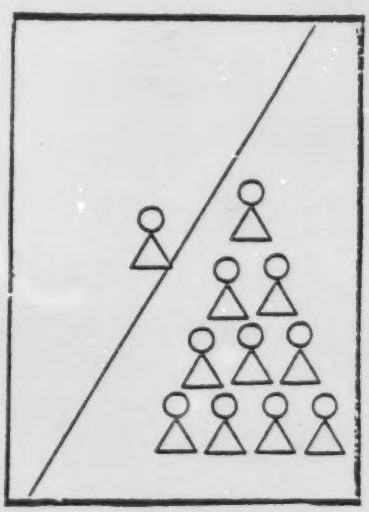
The successful integration and maintenance of severely handicapped persons into any specific group or community must take into consideration the "invisible rules" as well as the visible rules. A first consideration is how many and how rigid

are the "invisible rules" and how willing and/or able is the group to change or modify their rules. A second important consideration is the handicapped individual and how far outside of these rules he is functioning - that is, the degree of difference between the group's expectations and the behavior of the handicapped individual. The "invisible" rules are not necessarily rigid. They are on a spectrum and vary by setting and by circumstance. They are situation and group specific. They vary by a measure we call "tolerance of behavior."

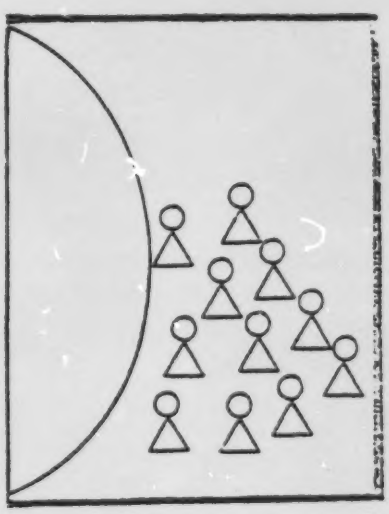
Graphic 1 is an illustration of a path of acceptability, which the group or community follows and enforces. Outside of this path lies censorship, punishment, and potential banishment which is where our students generally fall as depicted in the Graphic 1.



GRAPHIC 1



GRAPHIC 2



GRAPHIC 3

For successful integration and maintenance of severely handicapped into normal group settings at least two activities need to occur. The severely handicapped student needs to receive skill training, as depicted in Graphic 2. This will move him closer to the path of acceptability by enabling him to function in as many areas as possible within the acceptable path. The second major effort needs to be directed towards widening the path of acceptability, as depicted in Graphic 3. A concerted

effort is needed to expand the larger community groups sensitivity, knowledge and skills, or tolerance for coping with the behaviors of severely handicapped individuals. Previously, the larger community has viewed these behaviors as unacceptable or intolerable and therefore has not included severely handicapped individuals within the path of acceptability. This effort towards increasing community tolerance will eventually enable severely handicapped students to be included within the path of acceptability.

With autistic students this process may be required for every new setting and for every new group if generalization cannot be taught. When existing community integration programs for the "severely handicapped" are studied, you quickly discover two things. One is that most of the adaptation has been on the part of the handicapped person, i.e., they have been taught to "look" and "act" as much as possible as others do in specific settings. The second thing discovered is that the severely handicapped, in the current community programs, do not present the type, intensity, or frequency of problem behaviors typically associated with autism.

For example, a student who is considered to be a severely handicapped Down's Syndrome young adult, may have been effectively trained to socialize with peers in a sheltered setting. He can independently carry out elements of his job and he is maintained on the job with infrequent social and monetary payments and he can purchase needs independently. In addition to these things he <u>can</u> do, there are many disrupting or disturbing behaviors which he doesn't do. Our society may justifiably give itself a pat on the back that such an individual and other equally handicapped people are able to function so independently. But before too much self-praise occurs, society will need to learn that we are going to ask and even demand much more because severely handicapped autistic and behaviorally disturbed students need more.

Autistic and "autistic like" students present a variety of behaviors which most people who are naive to autism find strange and frequently frightening. Autistic students participating in this model are typically severely handicapped individuals with minimal functional skills accompanied by severe maladaptive behaviors.

Some of these maladaptive behaviors may include:

Yelling, screaming or whining

Self-stimulation and/or ritualistic behaviors

Self-injury

Aggression to others and

Environmental destruction

The AIM's approach for achieving a functional interaction in the community has two thrusts. First, a part of the AIM includes instructional programming in skill training plus a comprehensive and intensive program to change, decrease, eliminate or manage as many disruptive behaviors as possible. Skill training focuses on teaching adaptive community-based worker behaviors within natural settings. The second thrust of our program involves working with members of the extended community and coordinating the placement of the autistic and severely handicapped students in the extended community. The dominant theme throughout the program is that severely handicapped individuals are a part of the community, and the community must share the responsibility for designing their programs to ensure success in the community environment.

History

Essentially, community integration constitutes one major shift in special education practice for the severely handicapped adolescent. The eventual success of

community integration for the severely mentally handicapped is based on the good will, acceptance and support of the general public (Baker, Seltzer, & Seltzer, 1977; Luckey & Newman, 1975; Mamula & Newman, 1973). The community can accept or reject, help or impair integration efforts. While the effects of mental retardation and autism on instrumental and expressive functions is real, the extent to which mental retardation and autism constitute a daily problem for an individual depends heavily on the extent to which other people are tolerant, helpful and able to adjust to the differences of mentally retarded autistic persons (Kastner, L. S., Reppucci, N. D., Pezzoli, J. J., 1979).

The need to assist the community to better deal with this severely handicapped population is readily apparent when trends affecting non-language severely autistic young adults are examined. The number of these persons living in their home communities, and thus requiring community education and habilitation services, can be expected to increase as a result of recent changes in service delivery. The first and possibly most dramatic change is the rapidly increasing availability of public school services to all handicapped children. Continued litigation, state legislation, and program priorities of several federal agencies indicate that these services will continue to demonstrate the need for deinstitutionalization.

A second area of change has been in the policies of deinstitutionalization, which have resulted in community placements of many severely handicapped persons. Continued belief that community living is more normative (Wolfensberger, 1972) and less costly (Rosen, 1975) will likely increase community placement still further.

Both the shift in special education practices and the change in policies of deinstitutionalization suggest that many non-language autistic youth will be

community rather than institutional residents. Given this prospect, community programs will be expected to meet their education and habilitation needs. However, few community programs now provide these services. This is illustrated for example, by recent service reviews (Rowilitz, O'Connor, and Boroskin, 1975; Crowley, 1975) which found that less than 7% of all services received by this group could be labeled appropriate. Most severely autistic youth have also been excluded from vocational rehabilitation services in-as-much as the characteristics which define them as severely retarded have also defined them as unfeasible rehabilitation clients.

Traditionally it has been difficult to successfully place severely retarded and autistic adolescents in the community due to the severity of their disabilities (Tarjun, Wright, Eyman, Keeron, 1973). The findings of Eyman and Call (1977) would suggest that intensified individual attention, and program intervention for severely handicapped individuals behavior problems is required if they are to have successful community placements. Additional studies of community failure, resulting in reinstitutionalization of the handicapped, consistently substantiate that community rejection is due to the individuals problem behaviors (Fothringham, 1970; Fothringham, Skelton, and Haddinoth, 1971; Eyman, R. K., O'Connor, G., Tarjan, G., and Justice, 1972).

Successful community placement is currently based on two widely accepted professional values. The most familiar of these values is normalization, defined by Nirje (1969) as "making available to the mentally retarded, patterns and conditions of everyday life, which are as close as possible to the mainstream of society" (page 181). A closely related concern is the emerging legal right to treatment in the least restrictive alternative setting specified in P.L. 94-142.

An additional set of values relates to the personal competence and independence of the handicapped individuals (Edmonson, 1974). For example, individuals should be able to choose among alternate goals and activities, have skills necessary for independent behavior and mobility, and be able to perform skills which are valued by the community around them.

A third value, not yet widely acknowledged, is the need for increased community tolerance of the autistic individuals problem behaviors. For example, increasing the skills of the community in the areas of signing and directed play, and increasing the behavior tolerance levels of normal elementary students and staff, has greatly facilitated acceptance of autistic children in a public elementary school community (Almond, Rogers, Krug, 1979). To expect the severely autistic non-language individual to perform "normally" does not appear feasible with the present technology. However, anticipating that the normal community can be trained in skills which will ultimately lead to tolerance and education of the non-language severely autistic, appears to be feasible. To achieve this goal, training of the severely handicapped needs to occur in the extended community.

Philosophy and the Problem

Serving the severely and profoundly handicapped within public community settings is no longer "unheard of" nor is such a phenomena even the exception to the rule. Passage of "education for all" legislation at the federal level in the early seventies (P.L. 94-142; 1973) ushered in a significant increase in interest and activity on behalf of severely developmentally delayed children at the local public school education level. The concept of "normalization" and "mainstreaming", i.e., least restrictive environment, began to impact heavily on the public schools. As severely handicapped children began to move from private and public institutions and home

care into the educational system, services have increased steadily (Brown, et. al. 1976). Even so, community-based vocational and living skills training for the severely handicapped adolescent, beyond the public school environment, has not received consistent emphasis.

Attempts to define and provide appropriate individualized curriculum for severely handicapped children in the public schools (generally speaking children who have from three to ten years delay between chronological age and cognitive/language developmental age), has been in progress for over twenty years. Nonetheless it has only been in the past several years that comprehensive curriculums have been readily available to classroom teachers of the severely handicapped autistic student. The majority of these curriculums have been helpful "cookbooks" derived from performing "comprehensive" task analyses which are grounded in the rather myopic philosophical conviction that any and all complex skills (such as dressing or reading) may be broken down into a series of simple tasks, which can then be taught separately until even the most severely handicapped child will have mastered the complex skill.

The typical "comprehensive" task analysis curriculum for the severely autistic student consists of an extensive list of behaviors which are considered critical for developing "independent functioning." Several problems have been noted with this approach. For instance, the technology of task analysis and operant conditioning per se do not provide a rationale for priority emphasis or direction of instruction. Typically, problems of generalization between settings and trainers, the question of spontaneity, has not been a major concern of the task analysis oriented curriculums, and priority of instruction or "what" to teach for ultimate functioning of the severely handicapped adolescent is nonexistant in many classroom programming procedures.

Current educational strategies need to accommodate the community in order to facilitate survival in the community and facilitate community acceptance of the severely handicapped. The educational strategies currently utilized in the classroom with the autistic and severely handicapped have extreme value in establishing successful performance in the community, even though the tasks and environment the student works in should be changed. Based on work done at the Santa Barbara Autism Dissemination Project and the Autistic Education Program in Portland, Oregon, techniques for basic discrimination training, discrete trial formats, within stimulus and manual prompting, and prompt fading have been demonstrated as effective procedures with autistic and severely handicapped students (Donnelan-Walsh, et. al., 1976; Krug, Arick, Scanlon, Almond, Rosenblum, and Border, 1978). Task analysis and total task trials, with spaced, repeated practice techniques developed by Marc Gold have expanded the training of self-help and manipulative vocational tasks. Trial-by-trial data collection procedures have been refined to monitor student progress and document program effectiveness. Measures of student progress and program effectiveness have been stated in terms of trials to criterion (Lovaas 1966), steps mastered, instructional programs completed, and concepts acquired. Significance of change has been measured in learning units; i.e., objectives completed. During this period of growth in the field of education for the severely handicapped and autistic, much was learned about applying methods of shaping desired student responses via direct instruction (Engelman, Becker, Thomas 1975). This manual provides concrete procedures for working both with community members and with severely handicapped and autistic adolescents in community settings. Instructional strategies successfully incorporate the knowledge about teaching that has accumulated.

The common assumption made by the skill based curriculum has been that a comprehensive approach covering skill teaching will result in a severely developmentally delayed student reaching a reasonably sophisticated level of performance resulting in "independent community living." Without basing the choice of what skills to teach on the ultimate referent, the community, however, the link between instruction and independent community living appears extremely weak.

Questions of relevancy and validity, (Brown, 1976; Wolf, 1978); generalizability and maintenance (Stokes and Baer, 1977; Wolf, 1978); practical vs. statistical significance; and categorical vs. noncategorical instruction arise. These points have been raised as the functional criteria against which our technology in the eighties must be measured. We are asked not only to succeed in our objectives with our students in the classroom but to satisfy the ultimate consumer of our product, society, as well. "Relevancy" raises the question of student change in terms of a criterion of ultimate functioning -- does the student's change relate to their performance requirements in natural current and post school environments. This is a form of social validity - acceptable performance within a social context (Wolf, 1978). Validity itself requires a definition of the trait under study -- not in terms of what it is but what it does (Roscoe, 1974). Given an autistic, severely or profoundly handicapped student who is able to care for his own needs and who is able to perform a job that exists within the community -- will the employer hire him and maintain him on the job. In brief, is the student able to perform a task which exists in a natural community -- relevancy, and does society value or at least accept his performance-validity.

It does not appear that criteria of ultimate functioning or targeting of post school environments as strategies alters the methods of teaching related to shaping

of social responses through direct instruction, but rather provides a focus for selecting target skills to be taught, the instructional materials to be used, a criterion -- functioning within society -- with which to measure the significance of subsequent gains, and an impetus for establishing a technology of generalization.

A technology of generalization through community-based programming is generally taken for granted in the skills-oriented curriculum. The severely developmentally delayed student is unable, or finds it extremely difficult, to transfer and generalize skills learned in the classroom to novel settings. Recent articles have challenged the skill oriented approach to learning for these children (Brown et. al., 1975). Many times the students are unable to connect these discrete behaviors into a skill which has functional value outside of the classroom. A reliance on a task analysis curriculum often results in training students who are unable to connect the discrete behaviors which they are taught, the meaning of the task for the individual may not be learned and a continued reliance on artificial reinforcement occurs. This continued dependence on tangible reinforcers for the performance of daily survival skills, such as toilet training, tying shoes, and communicating, is frequently in conflict with successful functioning in community environments. Finally, the skills oriented curriculum tends to operate on the premise that once a variety of skills are learned they will become valuable to the individual because of natural reinforcement. Frequently, however, the severely handicapped individual fails to perceive the connection between the function of carrying out an activity and its effect. Unfortunately, it has often been found that the end result of these problems is that after a year of exhaustive and difficult specific skill training, it may well be discovered that a severely handicapped individual who can perform a number of intricate and complex tasks in the classroom setting with a particular trainer has minimal retention and/or generalization to other environments and individuals.

A decade of experience with the Comprehensive Skills Approach has proven that it has a beneficial technology to offer to the teacher and curriculum specialist of the severely handicapped student regarding how to teach these children. But as a philosophy, it has also demonstrated serious limitations for giving direction on what to teach and how to generalize.

The Autistic Integration Model

The Autistic Integration Model, called AIM was a Federal Model Demonstration project funded by the Special Education Office of the Department of Education. The AIM is administered in conjunction with the Portland Public Schools Regional Autistic Program. The high school classroom is housed at Grant High School in Portland, Oregon. AIM evolved as an extension of an Elementary program for autistic children. Many of the younger students were being successfully mainstreamed following an intensive year or two of one-to-one language instruction. More severely involved students, however, required continued specialized instruction. The AIM was established to meet those needs. Initially the AIM adopted a modified version of the elementary programs successful approach. During the AIM's first year, however, it became apparent that success for older handicapped students is highly dependent on successful integration into natural community settings. However, autistic individuals frequently present many behaviors which typically result in community responses of censorship, punishment and banishment. To a limited extent the severely handicapped autistic adolescent can be taught to function more like normal peers, especially in predictable situations. But given the highly fluid subtle and complex nature of social interaction, the results of many past efforts to only improve the skills of the autistic student have been very disappointing. An alternate, more promising approach, is to expand the sensitivity, knowledge and skills of specific

community members to work and deal with the severely handicapped autistic student. The Autistic Integration Model (AIM) has based its goals and objectives on a framework of community integration and student skill building to achieve maximum community acceptance. The AIM evolved from a typical high school classroom for the severely disabled autistic adolescent into a disciplined, structured, goal-oriented community-based model. During this evolvement the AIM established two main thrusts of activity: 1) Student Behavioral Training and Skill Building, and 2) Community Integration.

Student Behavioral Training and Skill Building is intended to develop the skills necessary for each student to succeed functionally within the extended community by establishing specific community target sites for each student. Behavioral Training involves decreasing and managing maladaptive behaviors that will interfere with community acceptance and increasing socially appropriate and work appropriate behaviors that will increase acceptance. In addition to behavioral training, community identified target skills in Communication, Vocational Training, Leisure Activity, and Domestic Skills Training are programmed, based on the specific requirements of a particular target site. The I.E.P. for each student reflects the community referenced criteria within each objective. In addition, each student participates in five-day field placements in their extended community target site. Data are collected which assist in determining the rate of proficiency of the student in relation to a peer model from the community site. Community sites include work activity centers, sheltered workshops, competitive job placements, group homes, intermediate care facilities, and apartment living centers.

The areas in which there continue to be significant differences between client proficiency rates and student proficiency rates then become target areas in which

tolerance levels of community members must be increased. The community integration component includes the following: 1) provides extended community information in which target skills are established; 2) directs a high school teacher assistant program; 3) implements information exchanging procedures in the high school and the extended community in order to increase behavior tolerance levels; 4) assists in behavior training and skill building in the extended community; and 5) supervises trial field placements in the extended community. Typically, it is the problem behaviors which differentiate this autistic population from the other clients found in extended community environments. It is the philosophy of the AIM that tolerance levels are increased through an effective community education program providing information to the community, skill training to the student and direct involvement of extended community members. It is the AIM's purpose to provide a bridge which will span the gap of acceptance between moderately handicapped individuals currently served in extended community programs and severely disabled autistic individuals.

AIM Manual Contents

The serious limitations on determining what to teach the autistic and severely handicapped adolescent and how to generalize instruction are dealt with and put into procedures in the AIM. What to teach is a community-based decision and procedures are outlined throughout the manual. Programming for functional performance is emphasized and much training occurs in community environments. The AIM provides procedures for instruction in the community to occur beginning the first day of the school year for the severely handicapped adolescent.

Chapter II, Community Identification, provides the necessary procedures to gather general information about community sites in your community. This

community site information is then used throughout the remaining chapters to conduct community and student assessments to enable appropriate community-based methods to be programmed. Chapter two also includes information on how to organize your community data into a Data Bank, how to conduct the Classroom/Community Adaptive Behavior Observation Instrument (C/CABOI) and how to survey your community utilizing the surveys of administrators, client potential, staff tolerance of maladaptive behavior, and staff pre-practicum willingness to gather community assessment information.

Chapter III, Community and Student Assessment, addresses specific procedures to determine appropriate community placement sites, collect information on what to teach and how to prioritize it, task analysis methods and probing the students behavior in the community. Chapter III establishes a procedure which should ensure that the severely handicapped student will get the most successful placement opportunity possible, and will receive educational intervention in community-based activities of the highest priority possible for that particular student. Chapter III activities include: prioritizing of students for community placement; selecting the most appropriate potential residence and job placement for each student; determining placement site criterion levels for success; developing daily activity sequences; prioritizing survival skills for programming; task analysis of survival skills; probing the student's skills and competencies in the community; and establishing IEP recommendations.

Chapter IV, Community Practicum Probe Procedure, describes a system for systematically measuring the student's independent functioning, learning acquisition rate and maladaptive and adaptive behaviors both in the classroom and in the community. Following an Initial Probe in the community, a student's program is

designed to include learning a new task and performing a previously learned task at a criterion level of independence. During a four-week period the student works one week in the classroom, one week in a community site, a second week in the classroom and a second week in a community site. During this four-week procedure, data are collected on the student and a peer model. These data are summarized for decision making regarding long-term community placements.

Chapter V, AIM Transition Training Procedures, provides a framework for individualizing instruction of identified community tasks. These curricular procedures provide a systematic format for teaching any task identified from observation on natural community settings based on the unique learning characteristics of autistic and severely handicapped individuals. This novel curriculum allows the teacher to identify "what" is to be taught and provides an instructional schematic curriculum outlining "how" to teach it. Five levels define the student's degree of functional independence.

LEVEL I: Skill

LEVEL II: Repeated Trials or Unit Completion

LEVEL III: Indpendence

LEVEL IV: Expansion

LEVEL V: Maintenance

Each level provides a different component for programming independent functioning. Level I examines prompting and prompt fading. Level II establishes procedures for teaching the student to self-initiate instruction and for fading the density of reinforcement. Level III builds in a pivotal response which allows the student to work independently for 45 minutes without direct supervisor attention. Level IV describes

procedures for generalizing a response. Level V Maintenance provides a schedule for periodic review insuring that previously learned tasks will not be forgotten.

Chapter VI, Work Samples, provides a set of task analyses (t.a.'s) that can be used in a classroom to teach vocational work behaviors in the absence of real work for pay. These work sample tasks were identified in community production work settings and present a range of difficulties. Severely handicapped adolescent students will benefit from systematic instruction in these "real" work activities which provide a daily classroom structure within which community based instruction in natural settings can be easily managed.

Chapter VII, Classroom Management and Organization presents a format for managing the multiple activites involved in coordinating the individual activities of a class of students. This chapter provides sample schedules for the year as well as for the individual student on a daily basis. A typical floor plan for setting up a classroom and a bit of materials and equipment provides a blueprint for establishing a community based classroom for autistic and severely handicapped adolescents. Staff meeting agendas and recommended yearly timelines allow teachers to efficiently manage the complex interlocking pieces of a community-based model.

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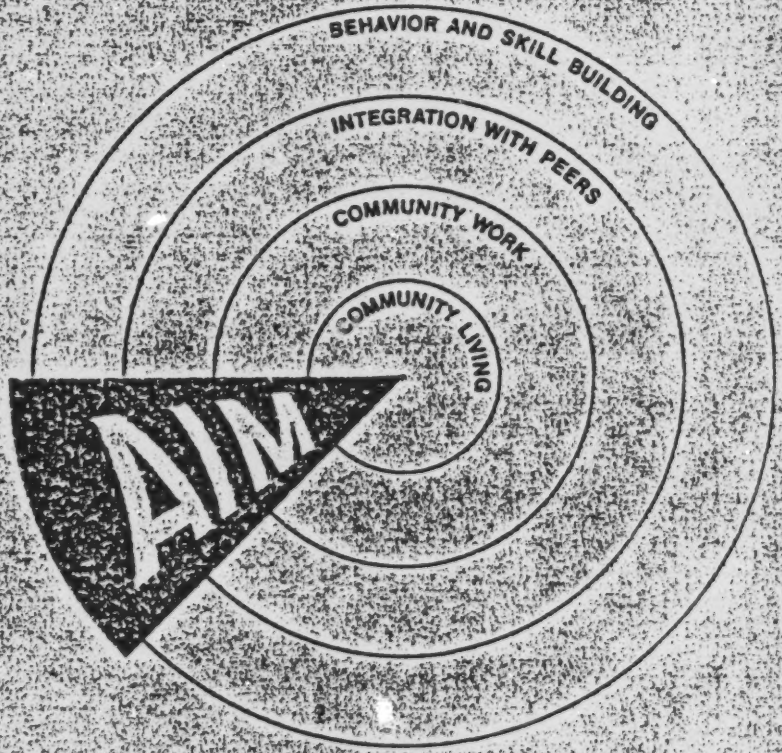
AUTISTIC AND SEVERELY HANDICAPPED HIGH SCHOOL INTEGRATION MANUAL

A Technical Assistance Packet



Produced For The:
Autistic Integration Model
Portland Public Schools

Written By:
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BEST COPY AVAILABLE

AUTISTIC AND SEVERELY HANDICAPPED HIGH SCHOOL INTEGRATION MANUAL:

An AIM Technical Assistance Packet

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A PRODUCT OF THE AUTISTIC INTEGRATION MODEL

Funded By The Special Education Office
Department of Education Through a Grant To PPS
Project #4430H00269

Printed Spring 1982

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MODEL PROPOSAL FOR AIM CONTINUATION WITH PORTLAND PUBLIC SCHOOLS

HIGH SCHOOL TRAINING MODEL

for

SEVERELY HANDICAPPED ADOLESCENTS

June 1, 1982

Rough Draft Presented to:
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A critical difference between an elementary program and a high school program for the severely handicapped is that the elementary program is theoretically and realistically based within Educational Institutions. We have discovered that effective programs for the severely handicapped adolescent need to operate from the larger extended community. The larger extended community, including Activity Centers, Sheltered Workshops, Competitive Employment, Group Homes, and Satellite Apartments needs to be involved early and extensively in order to community-base a student program.

Level I's approach for achieving a functional interaction in the community has two thrusts. First, a part of the model includes instructional programming in skill training plus a comprehensive and intensive program to change, decrease, eliminate or manage as many disruptive behaviors as possible. Skill training focuses on teaching adaptive community-based worker behaviors within natural settings. The second thrust of the model involves working with members of the extended community and coordinating the placement of the autistic and severely handicapped students in the extended community. The dominant theme throughout the program is that severely handicapped individuals are a part of the community, and the community must share the responsibility for designing their programs to ensure success in the community environment.

History

Essentially, community integration constitutes one major shift in special education practice for the severely handicapped adolescent. The eventual success of community integration for the severely mentally handicapped is based on the good will, acceptance and support of the general public (Baker, Seltzer, & Seltzer, 1977; Luckey & Newman, 1975; Mamula & Newman, 1973). The community can accept or reject, help or impair integration efforts. While the effects of mental retardation and autism on instrumental and expressive functions is real, the extent to which mental retardation and autism constitute a daily problem for an individual depends heavily on the extent to which other people are tolerant, helpful and able to adjust to the differences of mentally retarded autistic persons (Kastner, L.S., Reppucci, N.D., Pezzolo, J.J., 1979).

The need to assist the community to better deal with this severely handicapped population is readily apparent when trends affecting severely handicapped young adults are examined. The number of these persons living in their home communities, and thus requiring community education and habilitation services, can be expected to increase as a result of recent changes in service delivery. The first and possibly most dramatic change is the rapidly increasing availability of public school services to all handicapped children. Continued litigation, state legislation, and program priorities of several federal agencies indicate that these services will continue to demonstrate the need for deinstitutionalization.

A second area of change has been in the policies of deinstitutionalization, which have resulted in community placements of many severely handicapped persons. Continued belief that community living is more normative (Wolfensberger, 1972) and less costly (Rosen, 1975) will likely increase community placement still further.

Both the shift in special education practices and the change in policies of deinstitutionalization suggest that many severely handicapped youth will be community rather than institutional residents. Given this prospect, community programs will be expected to meet their education and habilitation needs. However, few community programs now provide these services. This is illustrated, for example, by recent service reviews (Rowilitz, O'Connor, and Boroskin, 1975; Crowly, 1975) which found that less than 7% of all services received by this group could be labeled appropriate. Most severely handicapped youth have also been excluded from vocational rehabilitation services inasmuch as the characteristics which define them as severely retarded have also defined them as unfeasible rehabilitation clients.

Traditionally, it has been difficult to successfully place severely retarded and autistic adolescents in the community due to the severity of their disabilities (Tarjun, Wright, Eyman, Keeron, 1973). The findings of Eyman and Call (1977) would suggest that intensified individual attention, and program intervention for severely handicapped individuals behavior problems is required if they are to have successful community placements. Additional studies of community failure, resulting in reinstitutionalization of the handicapped, consistently substantiate that community rejection is due to the individual problem behaviors (Fothringham, 1970; Fothringham, Skelton, and Haddinoth, 1971; Eyman, R.K., O'Connor, G., Tarjan, G., and Justice, 1972).

Successful community placement is currently based on two widely accepted professional values. The most familiar of these values is normalization, defined by Nirje (1969) as "making available to the mentally retarded, patterns and conditions of everyday life, which are as close as possible to the mainstream of society" (page 181). A closely related concern is the emerging legal right to treatment in the least restrictive alternative setting specified in P.S. 94-142.

An additional set of values relates to the personal competence and independence of the handicapped individuals (Edmonson, 1974). For example, individuals should be able to choose among alternate goals and activities, have skills necessary for independent behavior and mobility, and be able to perform skills which are valued by the community around them.

A third value, not yet widely acknowledged, is the need for increased community tolerance of severely handicapped individuals problem behaviors. For example, increasing the skills of the community in the areas of signing and directed play, and increasing the behavior tolerance levels of normal elementary students and staff, has greatly facilitated acceptance of autistic children in a public elementary school community (Almond, Rogers, Krug, 1979). To expect the severely handicapped individual to perform "normally" does not appear feasible with the present technology. However, anticipating that the normal community can be trained in skills which will ultimately lead to tolerance and education of the non-language severely autistic, appears to be feasible. To achieve this goal, training of the severely handicapped needs to occur in the extended community.

DESCRIPTION OF MODEL

The vocational education model recommended for implementation by Regional Programs for its severely handicapped secondary students is intended to provide a dual service:

1. preparation for functioning in future work and living environments; and

2. effective transition to those environments (Bellamy and Wilcos, 1981).

The model consists of four levels of service delivery which only approximate the four years of high school inasmuch as many severely handicapped adolescents remain in school longer than the traditional age of graduation. The model begins with assessment and structures training in school environments and culminates with community work experience and residential placement in conjunction with adult service agency referral. Although the model assumes some chronological sequencing as students move through each of the four levels, it is not developmental in that student participation across levels is not contingent on any established set of entry or exit criteria. This non-developmental approach offers some latitude for teachers in developing individual programs within each level and gives all students equal access to all levels of the model.

Rationale for development of the model is a synthesis of research gathered by the Specialized Training Program at the University of Oregon and the Adolescent Integration Model (AIM) for Autistic and Severely Handicapped Students. In addition, a significant portion of the model has resulted from methods tested during 1980-81 and 1981-82 by the Severely and Profoundly Handicapped Program of the Regional Program for the Deaf.

FLOW CHART FOR VOCATIONAL TRAINING OF
SEVERELY HANDICAPPED ADOLESCENTS

Level 1

1.1 Student Assessment

1.2 Establishment of initial programming in work skills, work behaviors, living skills, and functional academics

1.3 Work Training Center

1.4 High School Integration

1.5 High School Work Experience

Level 2

2.1 High School Integration and Work Experience

2.1.1 Community Assessment and Skill Training in a Sheltered Work Environment, OR

2.1.2 Community Assessment and Skill Training in a Competitive Work Environment

2.1.3 Community Assessment and Living Skill Training in a Group Home, OR

2.1.4 Community Assessment and Living Skill Training in a Group Home or Satellite Apartment

2.2 Prioritization of Target Skill Areas

2.3 Referral to Adult Service Agency

Level 3

3.1 Prioritization of Target Skill Areas

3.2 Referral to Adult Service Agency

3.2.1 Sheltered Work Experience and Skill Training, OR

3.2.2 Competitive Work Experience and Skill Training

3.2.3 Living Skills Training in Group Home, OR

3.2.4 Living Skills Training in Group Home or Satellite Apartment

Level 4

4.1 Continuation of 3.2.1, 3.2.2, 3.2.3, or 3.2.4 above, as appropriate.

4.2 Adult Service Agency Intake

Individualized, community-referenced behavior and function academic programs developed and implemented at all levels.

OBJECTIVES

1.1 Student will complete vocational assessment in the following areas: work skills, work behaviors, living skills, and functional academics.

1.2 Student will begin individualized programming in each of the above areas based on assessment data and environmental analysis.

1.3 Student will begin programming work skills and work behaviors in a school-operated work training center.

1.4 Student will participate in activities designed to foster social interaction with non-handicapped high school peers.

1.5 Student will participate in two or more work settings within the high school.

2.1 Student will participate in activities designed to foster social interaction with non-handicapped high school peers.

2.1.1 Student will complete programming in a selected set of work skills, work behaviors, and functional academics in at least two community sites for purposes of assessment and training.

2.1.2 Student will complete programming in a selected set of living skills and functional academics in at least community residential setting for purposes of assessment and training.

2.2 Team of professionals using data collected from all previous assessments will delineate a prioritization of Target Skills Areas in each of the following categories: work skills, work behaviors, living skills, functional academics.

2.3 Student will be referred to appropriate adult service agency caseworker who will participate in establishment of future programming and serve as a community resource.

3.1 Team of professionals using data collected from all previous assessments will delineate a prioritized list of Target Skills Areas in each of the following categories: work skills, work behaviors, living skills, functional academics.

3.2 Student will be referred to appropriate adult service agency caseworker who will participate in establishment of future programming and serve as a community resource.

3.3 Prioritized work skills, work behaviors, and functional academics will be programmed on community work experience site.

3.4 Prioritized living skills and functional academics will be programmed in community residential setting.

4.1 Any or all of objectives not completed in Level 3 will be continued in Level 4.

4.2 Students and parents will complete intake process for appropriate adult service agency.

NEEDED IN 1982-83
PROPOSED STAFF

Number	Function
1	Classroom Teacher
1	Itinerant Teacher
1	WEP
6	Aides

Students

Proposed: 28 student based on 7 in classroom
Staff members at ratio of 4 students
to 1 staff member.

Proposed Facilities

Large Resource Center

Community Based Vocational Sites - For Vocational and Social Training

Community Residential Group Home Site for Community Living Skills Training

Competitive Employment Sites

Work Training Center

The Portland Public School Regional Special Needs Program is anticipating the needs of severely handicapped adolescents transitioning to the community.

For successful integration and maintenance of severely handicapped in the community we believe two activities must occur. The severely handicapped student needs to receive skill training in the community and classroom. This will move the student closer to the path of acceptability by enabling him/her to function in as many skill areas and environments as possible. The second major activity needs to be directed toward widening that path of acceptability in a concerted effort to expand the community's knowledge, skills and tolerance for coping with the behaviors of severely handicapped individuals.

The Portland Public School Regional Special Needs Program is developing for its twenty-two severely handicapped adolescent students a based model. Our program curriculum consists of four levels through which students flow.

Level I - Student Assessment

This level is "in school only" student work and development. Level I students are not involved in community work or living placements.

Level II - Community/Student Paired Assessments

This level allows realistic, data based decisions to be made (the order to gather data, one or two, two-week community practicums for the purpose of assessing student performance and behavior in community work and living environments need to occur) regarding future community survival. Students involved in Level II would participate in community site placements for 3-5 hours daily. In the past this time frame has been from 9:00 A.M. - 1:30 P.M. Students are accompanied by one full time trained staff member at a maximum ratio of one staff member to four students. In addition, there is a work experience coordinator and an itinerant teacher who will supervise a maximum of eight students each in various community environments.

Level III

Level III students are either within two years of graduation or have completed Level II and can demonstrate worker behavior and performance levels which are sufficient to begin generalization and maintenance training across environments. These students benefit from longer and varied placements both in working and living environments within the community. One or more six-week practicums in both environments per year would be optimal.

Students involved in Level III would be placed at community sites for four hours daily. In the past the time frame has been 9:00 A.M.- 1:00 P.M. Students will be accompanied by one full time staff member. In addition, as described in Level II, a work experience coordinator and an itinerant teacher will supervise a maximum of eight students each in the community at any one time.

Level IV

Level IV students impact on the community is identical to Level III students. Level IV students are generally between 18 and 21 years of age and require practicums appropriate for developing relationships with agencies and who will provide a future placement for the severely handicapped student. Level IV students would continue the one to two practicums described in Level III at specific targeted future work placement sites and residential placement sites in the community.

GROUP	# STUDENTS	LEVEL
A	4	I
B	4	II
C	4	II
D	4	III
E	4	III
F	2	IV

OCTOBER				NOVEMBER				DECEMBER				SITE
Wk 1	Wk 2	Wk 3	Wk 4	Wk 1	Wk 2	Wk 3	Wk 4	Wk 1	Wk 2	Wk 3	Wk 4	
A E	C D A	B A E	D C A	A E	C A D	B A F	C A F	B A F	C B A F			SCHOOL
	B		B			D	D	D	D			WAC I
F_1	F_1	F_1	F_1	F_1	B F_1		B					WAC II
C		C				E	E	E	E	WINTER	BREAK	SHWK I
						C		C				SHWK II
B D F_1 Tu	F_1 Tu	D F_1 Tu	F_1 Tu	D F_1 Tu	F_1 Tu	F_1 Tu	F_1 Tu	F_1 Tu	F_1 Tu			GRP HM I
F_2 Wd	C E F_2 Wd	F_2 Wd	E F_2 Wd	F_2 Wd	E F_2 Wd	F_2 Wd	F_2 Wd	F_2 Wd	F_2 Wd			GRP HM II
F_2	F_2	F_2	F_2	F_2	F_2							COMPETITIVE

COMPARISON OF COSTS FOR SERVICES (Current and Proposed)

BUDGET ITEMS	1981-82 S/P	1981-82 AIM*	1981-82 S/P + AIM	PROPOSED LEVEL I MODEL
PERSONNEL				
Teachers	38,000	16,000	54,000	35,000
Voc. Trnr/Social Worker	8,000	16,000	24,000	17,500
Aides	19,200	12,800	32,000	38,400
36% Fringe	23,472	16,128	39,600	32,724
LOCAL TRAVEL	---	336	336	1,000
SUPPLIES	300	450	750	350
STUDENT TRANSPORTATION	200	200	400	200
TELEPHONE	---	150	150	150
ADMINISTRATIVE	9,975	2,660	12,636	13,300
SUPPORT STAFF	14,085	---	14,085	5,000
Chairperson				
Audiologist				
Social Worker				
TOTALS	$113,232	$64,724	$177,956	$143,624

* National Average for public school education of autistic adolescents = $10,000

COMPARISON OF PER CAPITA COSTS ACROSS PROGRAMS

BUDGET ITEMS	Current 1981-82 S/P	AIM*	S/P + AIM	PROPOSED LEVEL I MODEL
NO. STUDENTS	15	5	20	28
TOTAL COST	$113,232	$64,724	$177,956	$143,624
PER CAPITA COST	$ 7,548	$12,944	$ 8,897	$ 5,129

* National Average for public school education of autistic adolescents = $10,000

MEMO REGARDING AIM MODEL IMPLEMENTATION

We feel that significant advantages would be gained by both the community and the school system if a cooperative transition plan was implemented. The Multnomah County MR/DD adult programs would gain the following:

1. Gain a greater familiarity with the severely handicapped students strengths and weaknesses prior to potential community placement.

2. Exchange information and problem solve in cooperation with rather than apart from Portland Public Schools staff regarding vocational academic and living skills programming.

3. Have increased communication, coordination and planning regarding potential community placement of the severely handicapped prior to termination of public education for this population.

4. Insure that appropriate information is collected and transmitted to adult agencies.

5. Facilitate transition to the adult service care management system.

The Special Needs Program would gain information regarding:

1. Functional training based upon skills and tasks identified and practiced in those community sites deemed most appropriate for the population we serve.

2. Gain a realistic appraisal of the students ability to function in the community prior to graduation.

We have worked successfully with a number of activity centers and group homes in the past regarding information exchange and student practicums. Practicums have been arranged informally, usually involving an agreement between the students work experience coordinator and the individual community work site. We believe that a structured approach toward this process will be beneficial for everyone. Therefore, Portland Public Schools Regional Special Needs Program is proposing that a formal agreement be negotiated with Multnomah County MR/DD Programs.

SEVERELY HANDICAPPED OREGON RURAL EDUCATION GRANT ABSTRACT

This project proposes to train selected special educators from key rural districts throughout Oregon, and to prepare them to train other local staff and parents to implement appropriate educational interventions.

Teacher-consultants would attend an intensive one-week training session designed to provide them with curriculum content, materials, and skills to write academic and behavioral interventions for the severely handicapped; to acquaint them with service and delivery options; and to provide them with the skills necessary to train staff and parents in their local community to implement and evaluate programs written by the teacher-consultant. Field-based, supervised practicum would ensure correct application of these skills.

Project prepared teacher-consultants would be trained to assess potential clients, write I.E.P.'s, train teachers, paraprofessionals, administrators, parents and community support personnel to implement educational strategies. In many situations the teacher-consultant would be employed by a local Educational Service District and be sub-contracted to a local educational district as required. Low-incidence handicapped children would be directly impacted through increased probability of referral, more comprehensive educational plans, and appropriate implementation of the plan. Probability for local maintenance and public school integration are also increased as local expertise and expanded resources become available to community personnel.

During year one, an estimated twenty-five special educators from strategic geographically located rural districts/Educational Service Districts (see map), would be nominated. Administrators from a significant number of these districts have submitted endorsements of their willingness to participate.